DOCUMENT RESUME

ED 162 272 CS 004 476

AUTHOR Casteel, Carolyn P.; And Others
TITLE Interfacing Essential Competencies and Learner Outcomes with Developmental Reading: Program for Improving Reading Achievement; Comprehension: Inservice Mini-Package for Teachers.
INSTITUTION West Virginia State Dept. of Education, Charleston. Bureau of Learning Systems.
PUB DATE 77
NOTE 70p.; For related documents, see CS004475-480

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Developmental Reading; Elementary Education; Inservice Teacher Education; Instructional Materials; *Performance Based Teacher Education; *Program Descriptions; Reading Achievement; *Reading Comprehension; Reading Processes; *Reading Skills

ABSTRACT

Developed in West Virginia as part of a statewide effort to improve reading achievement through a competency based staff development program, this inservice instructional packet on comprehension is one of five designed to present classroom teachers with the essential competencies and learner outcomes involved in developmental reading. The materials in this packet aim specifically to help teachers develop a knowledge of comprehension skills, an assessment of comprehension skill development in learners through formal and informal test data, useful instructional strategies for reading comprehesnion, and the ability to evaluate instructional activities in terms of comprehension skill development. The packet also contains guidelines for conducting the inservice program; the gestalt, rationale, objectives, and schedule for the program; a self-evaluation record, transparencies on comprehension skills; and an evaluation record for the inservice program. (MAI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED162272

Interfacing Essential Competencies and Learner Outcomes With Developmental Reading: Program For Improving Reading Achievement

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Comprehension: Inservice Mini-Package For Teachers

By:

Carolyn P. Casteel
Reading Specialist
Monongalia County

Lowell E. Johnson
Professor of Education
Fairmont State College

L. Carol Morgan
Elementary Supervisor
Wyoming County

Merrill L. Meehan
Research Assistant Professor
University of Pittsburgh

Joseph C. Basile, II
Director
Instructional Learning Systems

Division of Instructional Learning Systems
Bureau of Learning Systems
West Virginia Department of Education
1977

CS004476

"PERMISSION TO REPPODUCE THIS MATERIAL HAS BEEN GRANTED BY
West Virginia Dept. of Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

TABLE OF CONTENTS

	PAGE
GUIDELINES FOR CONDUCTING COMPETENCY-BASED INSERVICE	iii
GESTALT OF MINI-PACKAGE	ix
INTRODUCTION	1
RATIONALE	3
OBJECTIVES	4
PROPOSED INSERVICE SCHEDULE	5
PREASSESSMENT	6
TERMINAL OBJECTIVES	9
1.0 Comprehension Skills	9
2.0 Comprehension Test Data	18
3.0 Comprehension Instructional Strategies	27
4.0 Evaluation of Instructional Strategies	39
SELF-EVALUATION RECORD	43
EVALUATION - OBJECTIVE MASTERY CHART	45
BIBLIOGRAPHY	46
APPENDIXES	
A. COMPREHENSION SKILLS - TRANSPARENCIES	47
B. INDICATORS OF EFFECTIVE INSERVICE: INSTRUCTIONAL PACKAGES	52

GUIDELINES FOR CONDUCTING COMPETENCY-BASED INSERVICE

Materials Needed

- Attitude Feedback Forms (AFF)
- Overhead Projector
- Transparencies
- Transparencies (Acetate Sheets)
- Documents:
    - Mini-Packages:

      (Select the one to be used for the inservice program.)

        - Word Recognition: Inservice Mini-Package for Teachers
        - Comprehension: Inservice Mini-Package for Teachers
        - Work and Study Skills: Inservice Mini-Package for Teachers
        - Readiness - Inservice Mini-Package for Teachers
        - Recreational and Personal Development Reading: Inservice Mini-Package for Teachers
    - Indicators of Effective Inservice: Instructional Packages
    - Essential Competencies and Learner Outcomes: K-8, Reading
- No. 2 Pencils
- IBM Answer Sheets
- Postassessment (Posttest)

Steps to Follow in Conducting Workshop

1. Registration and Orientation
    - Registration

      The following information should be secured on a registration form:

Participant's Name _____

Title _____

County/School _____

Date _____

- Orientation
  - Rationale - Read verbatim package rationale and include local rationale and needs assessment data. Explain the importance of the competency-based staff development worksnop
  - Objectives - Read verbatim terminal objectives so that participants will know the specific intents of the competency-based staff development workshop
  - Proposed Inservice Schedule -
    - Explain the Proposed Inservice Schedule and timeline (timeline altered to meet local needs)
    - Explain the Table of Contents
      - Gestalt of Package
      - Introduction
      - Rationale
      - Terminal Objectives and Enabling Objectives
      - Preassessment (Pretest)
      - Attitude Feedback Form
      - Self-Evaluation Record
      - Evaluation - Objective Mastery Chart
      - Appendixes
      - Indicators of Effective Inservice: Instructional Packages

Guidelines for Conducting Competency-Based Inservice (continued)

II. Preassessment (Pretest)

- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets
- Use "Directions for Completing the Machine-Scorable Answer Sheets"
- Return completed Machine-Scorable Answer Sheet to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

III. Self-Evaluation Record and Evaluation - Objective Mastery Chart

- Explain the use of the Self-Evaluation Record by the workshop participant
- Explain the use of the Evaluation - Objective Mastery Chart by the workshop leader and the small group leaders

IV. Attitude Feedback Form

- Explain the use of the Attitude Feedback Form
- Collect and compile data from Attitude Feedback Forms
- Present synopsis of data if you desire to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

V. Instruction

- Follow package as designed
- Use large group, small group, and independent study techniques as called for in the package

VI. Postassessment (Posttest)

- Request copies of postassessments (posttests) from Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305
- Use No. 2 pencil and IBM Machine-Scorable Answer Sheets

- Use "Directions for Completing the Machine-Scorable Answer Sheets"

- Return completed Machine-Scorable Answer Sheets to Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VII. Additional Material Needs or Clarification

- Contact Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

VIII. Consultant Services or Technical Assistance

- Contact:

  - State Education Agency

    - Glen Cutlip, Curriculum Development Specialist, Reading K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

    - Raymond Brinzer, Curriculum Development Specialist, Language Arts, K-12, West Virginia Department of Education, Capitol Complex, Building 6, Room 338, Charleston, West Virginia 25305

  - Package Authors

    - Lowell Johnson, Professor of Education, Fairmont State College, Fairmont, West Virginia 26554

    - Carolyn Casteel, Graduate Student (West Virginia University), 1293 Van Voorhis Road, Apartment J, Morgantown, West Virginia 26505

    - Carol Morgan, Elementary Supervisor, Wyoming County Schools, P. O. Box 69, Pineville, West Virginia 24874

    - Merrill L. Meehan, Research Assistant Professor, University of Pittsburgh, 2604 Cathedral of Learning, Pittsburgh, Pennsylvania 15260

    - Joseph C. Basile, II, Director, Division of Instructional Learning Systems, West Virginia Department of Education, Capitol Complex, Building 6, Room 318, Charleston, West Virginia 25305

West Virginia Department of Education
Bureau of Learning Systems
Division of Instructional Learning Systems

A Program for Improving Reading Achievement

DIRECTIONS FOR COMPLETING THE MACHINE-SCORABLE ANSWER SHEETS: MINI-PACKAGES

PART I: (Sheet Vertical) (use a No. 2 pencil)

In the upper left block for fill-in information:

1. Under "School or Organization" write in the name of your school.
2. Under "Name of Test" write in the name of the mini-package (e.g., Comprehension) followed by a dash and one of the following words as instructed by the session leader--"Pretest" or "Posttest" or "Indicators."
3. Under "Date of Test" write in the present month, day, and year.
4. Leave "Grade and Section" blank.

PART II: (Sheet Horizontal)

1. Write in the name of your county in the boxes under "Last Name"; next, darken the correct "oval" under each letter of the county name.
2. In the box and column for your first initial, write in the code letter for the mini-package as per the codification key below. Next, darken the correct "oval" under the code letter you wrote in.

Mini-Package	Code Letter
Comprehension	C
Recreational Reading and Personal Development	P
Readiness	R
Work and Study Skills	S
Word Recognition	W

Directions for Completing the Machine-Scorable Answer Sheets: Mini-Packages (continued)

3. In the box at the top of the "Second Initial" column, write in "M" if you are a male or write in "F" if you are a female. Next, darken the "oval" under either "M" or "F."

PART III: (Sheet Horizontal)

In the "Student Number" section:

1. In the first number column, write in the correct number according to the following code:

   0 = Pretest (A)
   1 = Posttest (B)
   2 = Indicators of Effective Inservice: Instructional Packages (IEIIP) (Evaluation of the actual mini-package utilized by the participant in the inservice)
   3
   ↓ (May be assigned later)
   9

2. In the next two columns (the second and third) write in your correct age in years.

3. In the next two columns (the fourth and fifth) write in your two digit session code which your session leader will give to you. It is _____.

4. In the last four boxes (the sixth through ninth) write in your last four social security numbers or any other random set of four numbers, such as your house street number or the last four digits of your telephone number. Pick a set of four numbers that you will remember easily for other data collection devices.

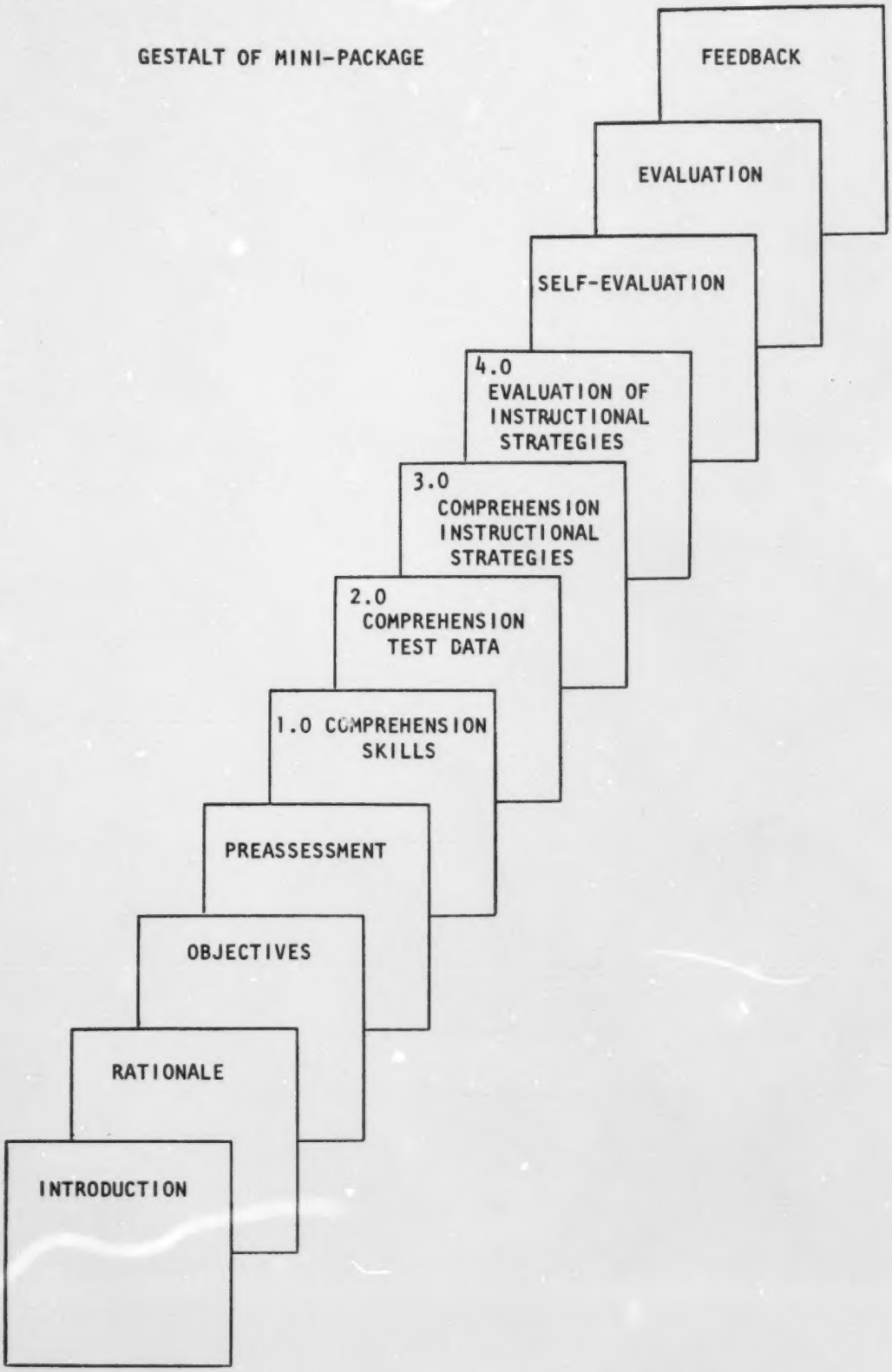
5. Last, darken in the correct "ovals" under each number in this section. Every column should have a number in it; there are no blanks.

PART IV: (Sheet Vertical)

1. Read the "Marking Instructions" section (in the square).

2. Fill in the numbered items with your responses.

GESTALT OF MINI-PACKAGE



COMPREHENSION: INSERVICE MINI-PACKAGE FOR TEACHERS

Introduction

The West Virginia Board of Education and the West Virginia Department of Education believe the primary purpose of education is the improvement of students' knowledge, attitudes and skills. In February 1975, after a systematic and extensive statewide survey of citizens of West Virginia, the West Virginia Board of Education and the West Virginia Department of Education established seventeen learner goals in four priority levels and formally adopted these goals as the Educational Goals for West Virginia.

Priority Level I of the Educational Goals for West Virginia has one goal:

> "Each individual shall acquire mastery of the skills needed for reading, writing, speaking, perceiving and using numbers."

This priority Level I goal gave impetus to the development of a comprehensive program for improving reading achievement. This major thrust was initiated through the Bureau of Learning Systems and the Division of Instructional Learning Systems.

On June 27, 1975, the State Superintendent of Schools commissioned the Reading Achievement Task Force to produce recommendations for the establishment of a state plan for improving reading achievement. After extensive data collection and data analysis, the Task Force presented the Report of the Reading Achievement Task Force to the State Superintendent of Schools.

On November 14, 1975, the State Board of Education adopted a resolution establishing the teaching of reading and the other communication skills as the highest curricular and instructional priority in the schools. As of December 12, 1975, the State Board adopted A Program for Improving Reading Achievement (PIRA) as the objective process-based model for improving reading achievement. This comprehensive plan (PIRA) is the result of the substantive commitment of the West Virginia Board of Education, West Virginia Department of Education, county boards of education, county education agencies, regional education service agencies, institutions of higher education and classroom teachers.

PIRA outlines five major objectives:

- Establish in West Virginia elementary schools the priority of teaching reading and the other basic communication skills.
- Develop procedures which will insure implementation of teaching practices that will concentrate on reading and the other basic communication skills.
- Provide educational programs which may be utilized by the parent-community for the purpose of becoming knowledgeable regarding the development of reading skills in children.

- Revise standards for training and certifying K-8 personnel.

- Facilitate, coordinate and disseminate assessment, evaluation, and research related to reading achievement in West Virginia.

By resolution, the West Virginia Board of Education and most counties in the State have demonstrated commitment to the five major objectives of PIRA by naming reading as the highest curricular and instructional priority. The West Virginia Department of Education is presently implementing PIRA with Right-to-Read funds and existing resources within the Division of Instructional Learning Systems, Bureau of Learning Systems.

This inservice instructional package, Comprehension: Inservice Mini-Package for Teachers, is one of a series of competency-based staff development packages which is designed to raise the competency level of the county reading administrators, principals, and teachers and to help learners meet the challenges of learning to read.

It is believed that these materials will contribute to the improvement of reading achievement in West Virginia.

Joseph C. Basile, II
Director
Division of Instructional
Learning Systems

RATIONALE

This competency-based inservice mini-package in comprehension is the third in a series of five mini-packages which are based upon the Instructional Learning Systems Model developed by the Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education. This comprehension mini-package is designed to present teachers with the essential competencies and learner outcomes involved in the development reading program. Specifically:

1. To provide a knowledge of comprehension skills.
2. To assess comprehension skill development in learners.
3. To develop instructional strategies for reading comprehension.
4. To evaluate instructional activities in terms of comprehension skill development.

The prerequisites for this mini-package include:

1. A knowledge of the reading process and the relationship of comprehension to it.
2. A belief that cognitive development varies among learners necessitating the personalization of instruction in terms of pacing and complexity.
3. A belief that teacher-made activities should supplement the basal reading program.

It is believed that the consequence of this mini-package will be evidenced in the improved teaching of comprehension skills and in increased proficiency of learners in applying comprehension skills to reading materials.

COMPREHENSION: INSERVICE MINI-PACKAGE FOR TEACHERS

Terminal Objectives

At the conclusion of this inservice component, the participant will:

1.0 Demonstrate a knowledge of comprehension skills.

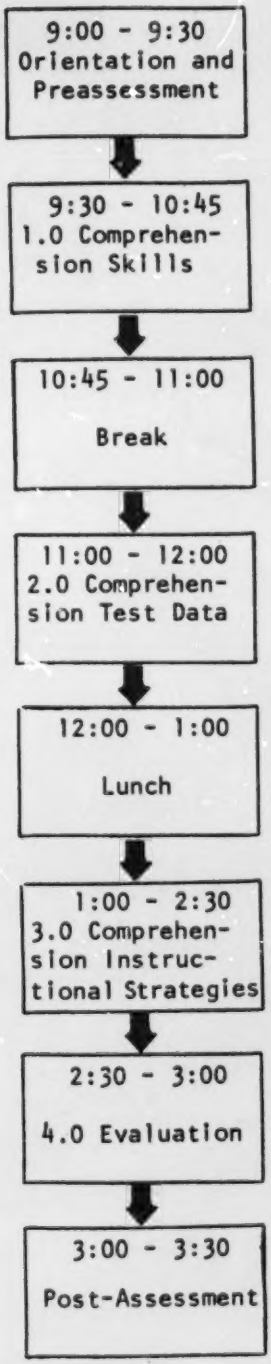
2.0 Analyze and synthesize formal and informal test data at the classroom level in comprehension to determine learner strengths and weaknesses.

3.0 Propose instructional strategies for reading comprehension.

4.0 Evaluate a learning center plan for comprehension.

Enabling objectives which further define these terminal objectives are listed prior to each section of this inservice mini-package.

PROPOSED INSERVICE SCHEDULE



WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

Preassessment

The following questions are examples of teaching or testing items for comprehension. Read the items and select from the responses the skill it represents. Place your response in the blank space at the left.

1.1 _____ Rearrange this paragraph so that it is in proper order.

__His mother beckoned him to breakfast.
__John arose and took a shower.
__He quickly consumed his vitamins and minerals and went in haste to catch the bus.

a. main idea
b. sequence
c. cause and effect relationships
d. supporting details

1.1 _____ Write a word that sounds the same as the following words:

Dear _____ Bare _____ Profit _____

a. homophones
b. homographs
c. "r" controlled vowel
d. synonyms

1.2 _____ The question "What color is Eric's hair?" is an example of:

a. interpretive comprehension
b. critical comprehension
c. literal comprehension
d. none of the above

1.2 _____ The question "Is the mood of the poem simple or complex?" is an example of:

a. interpretive comprehension
b. critical comprehension
c. literal comprehension
d. none of the above

Preassessment (continued)

1.2 _____ The question "What is there in Sarah's manner that indicates she is depressed?" is an example of:

a. literal comprehension
b. interpretive comprehension
c. critical comprehension
d. none of the above

2.1 _____ Sally Sentence is interested in analyzing data from the Group Right Response Record from the state-county test in comprehension. Read the items below. Indicate which item cannot be obtained from the Right Response Record.

a. specific information in the area of literal recall
b. information on each EC/LO for comprehension
c. information in the areas of recognition/application, translation, interpretation, and analysis
d. information on structure/style

2.2 _____ The teacher developed an activity to assist learners in predicting outcomes. This activity would develop:

a. literal comprehension
b. interpretive comprehension
c. critical comprehension
d. all of the above

2.2 _____ The teacher requires children to find specific information and read it orally from the textbook. This activity reflects:

a. literal comprehension
b. interpretive comprehension
c. critical comprehension
d. all of the above

2.2 _____ The teacher developed a learning station on comparing character motives and traits. This activity would develop:

a. literal comprehension
b. interpretive comprehension
c. critical comprehension
d. all of the above

2.2 _____ The teacher developed an activity where learners were to view commercials on television and indicate the propaganda techniques. This activity would teach:

a. literal comprehension
b. interpretive comprehension
c. critical comprehension
d. none of the above

Preassessment (continued)

3.1 _____ In developing a learning center, the objectives:

a. should measure understanding
b. can be "in the teacher's head" instead of written
c. should be stated in terms of learner performance
d. all of the above

3.1 _____ In developing a learning center, the tasks should:

a. come directly from the basal program
b. progress from simple to complex tasks
c. not be evaluated by students
d. be approved by the principal

3.1 _____ In developing a learner center, the record keeping function:

a. should include records for the teacher
b. should include records for the learner
c. should include what is assigned, completed, and mastered by the learner
d. all of the above

4.1 _____ In evaluating a learning center plan for comprehension, which item below would <u>not</u> be assessed:

a. activities
b. provision for learner self-evaluation
c. cost of constructing the center
d. record keeping system

1.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

1.0 Demonstrate a knowledge of comprehension skills.

1.1 After studying definitions of comprehension skills and examples of each major category of comprehension contained in the Essential Competencies/Learner Outcomes: K-8, the participant will match each skill with the example with 80% mastery.

1.2 After reading a selection followed by comprehension questions, the participant will identify each question as to whether it is literal, inferential, or critical comprehension with 80% mastery.

1.1 DEFINITIONS OF COMPREHENSION SKILLS

Directions: Below are definitions of comprehension skills. Prior to your reading these definitions, the inservice leader will present a taxonomy of comprehension skills and discuss the major categories (See Appendix A). Listen to the inservice leader's explanation, read the definitions, and complete the exercise which follows.

COMPREHENSION - refers to those skills which the learner uses to derive meaning from the printed page.

A. Word Meaning - understanding of vocabulary

1. Multiple meanings - refers to the ability of the learner to understand words which may have two or more definitions, e.g., paint store, paint the house.
2. Meaning from context - ability of the learner to determine the meaning of a word from its use in a sentence.
3. Descriptive words and phrases - refers to the ability of the learner to understand words and/or phrases which add additional meaning or clarity to sentences.
4. Homograph - ability of the learner to identify words that are spelled the same but which have different meanings and pronunciations, e.g., re'cord, record'.
5. Homophones - ability of the learner to identify words which are pronounced alike but have different spellings and meanings, e.g., bear, bare.
6. Synonyms - ability of the learner to understand two or more words that have similar meanings, e.g., beautiful, pretty, comely.
7. Antonyms - ability of the learner to grasp opposite meanings of words, e.g., beautiful, ugly; comely, homely.
8. Abbreviations - ability of the learner to reduce or shorten the form of a word, e.g., Mister, Mr.
9. Figurative language - ability of the learner to understand figures of speech which represent concepts by comparison, contrasts, satire, and exaggeration, e.g., tickled to death, boiling mad, cold as ice.
10. Acronyms - ability of the learner to form words from the initial letters or syllables of words, e.g., Aluminum Company of America (ALCOA).

B. Sentence Meaning - ability of the learner to grasp the meaning derived from individual words, punctuation and phrasing of words within a sentence.

1. Oral sentence - ability of the learner to express sentences in spoken form.
2. Interrogative sentence - ability of the learner to determine a question or inquiry presented in sentences.

Definitions (continued)

3. Declarative sentence - ability of the learner to determine a statement of assertion.
4. Imperative sentence - ability of the learner to determine a statement of command.
5. Exclamatory sentence - ability of the learner to determine a statement of strong feeling.
6. Punctuation marks and capitalization - ability of the learner to use capitalization and punctuation such as commas, periods, quotation marks, question and exclamatory marks, when receiving and responding to the printed word.
7. Expression - ability of the learner to read in such a way as to manifest thought, feeling or character.
8. Sentence development - ability of the learner to organize and position words in order to express a complete thought.
9. Paraphrased sentences - ability of the learner to read a sentence and summarize the major idea in one's own words.

*C. Paragraph and/or Story Meaning - ability of the learner to derive the meaning, plot, major topics, and sequence, etc., from paragraphs and stories.

1. Literal level - ability of the learner to recognize or recall ideas, information and happenings that are explicitly stated in the materials read. Included in the literal level are recognition and recall of main ideas, specific details, events, sequences, directions, topic sentences, comparisons, cause and effect relationships, and character traits. (Smith, Barrett, 1974)
2. Interpretive level - the ability of the learner to synthesize the literal content of a selection through personal knowledge, intuition, and imagination as a basis for forming hypotheses. Interpretive level includes inferring details, main ideas, sequences, comparisons, cause and effect relationships and character traits. Also included is predicting outcomes and figurative language. (Smith, Barrett, 1974)
3. Critical level - the ability of the learner to make judgments about the content of a reading selection by comparing it with external criteria, e.g., information provided on the subject or by accredited written sources; or with internal criteria, e.g., the reader's experiences, knowledge, or values related to the subject. Included in the critical level are judgments regarding reality or fantasy, fact or opinion, adequacy or validity, appropriateness, worth, desirability, or acceptability. (Smith, Barrett, 1974)

*For more specific delineation of skills in the literal, interpretive, and critical levels of comprehension refer to the Essential Competencies/ Learner Outcomes: K-8.

1.1 COMPREHENSION SKILL SHEET

Directions: Below are examples of comprehension activities. Read the activity and then use the EC/LO: K-8 and definitions to identify the comprehension skill represented. The categories are: Word Meaning, Sentence Meaning, and Paragraph and/or Story Meaning. If the category is Paragraph and/or Story Meaning, indicate whether the level is literal, interpretive or critical. Then indicate the specific skill.

EXAMPLE OF SKILL	INDICATE CATEGORY, LEVEL AND SKILL
1. Have the learner read the following sentences and discuss the meaning of each. Are you going to the concert? You are going to the concert. You are going to the concert. You are going to the concert!	1. Category: _____ Skill: _____
2. Have the learner define the following. _____ son/sun _____ _____dual/duel_____ _____rein/rain_____	2. Category: _____ Skill: _____
3. Have the learner underline the sentences which represent a personal belief rather than a fact. a. The United States is over 200 years old. b. West Virginia is the best state in the union. c. The President resides in the White House.	3. Category: _____ Level: _____ Skill: _____
4. Have the learner read the following and answer the questions. The fisherman always rows his boat slowly into the cove early in the morning to catch bass. who_____(fisherman) how_____(slowly) what_____(always rows) why_____(to catch bass) when_____(early morning) where____(into cove)	4. Category: _____ Level: _____ Skill: _____

Skill Sheet (continued)

EXAMPLE OF SKILL	INDICATE CATEGORY, LEVEL AND SKILL
5. Discuss the following statements with the learner. a. Her eyes were blue diamonds. b. The work was as easy as pie. c. He is the tallest man I have ever seen.	5. Category: _____ Skill: _____
6. Have the learner read the sentences below and tell what will happen next. Black clouds were in the sky. Thunder crashed. Wind howled through the trees. What is going to happen?	6. Category: _____ Level: _____ Skill: _____
7. Have the learner write another word for the underlined word without changing the meaning of the sentence. Did you observe the boy cast a stone into the pond? _____ The material felt coarse. _____	7. Category: _____ Skill: _____
8. Have the learner fill in the missing word. Mother baked a _____ for the birthday party.	8. Category: _____ Skill: _____
9. Have the learner number the following in the order in which they occurred as read in a story. _____ catch the bus _____ wake up _____ eat breakfast _____ get dressed	9. Category: _____ Level: _____ Skill: _____
10. After reading the "Three Little Pigs" and "Little Red Riding Hood," have the learners orally discuss the similarities and differences between the two stories.	10. Category: _____ Level: _____ Skill: _____

To determine the accuracy of your responses, check your answers with the comprehension feedback sheet on the following page.

1.1 COMPREHENSION FEEDBACK SHEET

	CATEGORY	LEVEL	SKILL
1.	SENTENCE MEANING:		expression
2.	WORD MEANING:		homophones
3.	PARAGRAPH AND/OR STORY MEANING:	critical	fact or opinion
4.	PARAGRAPH AND/OR STORY MEANING:	literal	specific details
5.	WORD MEANING:		figurative language
6.	PARAGRAPH AND/OR STORY MEANING:	interpretive	anticipate outcomes
7.	WORD MEANING:		synonyms
8.	WORD MEANING:		context
9.	PARAGRAPH AND/OR STORY MEANING:	literal	event sequences
10.	PARAGRAPH AND/OR STORY MEANING:	interpretive	compare and contrast selections

You should have answered eight out of ten correctly for mastery of this section. If you did not, review the categories and skills in which you made errors.

If you achieved mastery, proceed to the activity on the next page.

1.2 COMPREHENSION SKILL SHEET: LEVELS OF QUESTIONING

Directions: Read the selection below, answer the questions, and identify the level of comprehension by circling L for literal, I for interpretive, or C for critical.

READING SELECTION:

Timmy was very upset. His new bicycle was broken and he felt terrible about the accident. He was about to cry as he said, "I didn't mean to do it. I was going so fast that I couldn't stop."

Mr. Thompson was furious. He yelled, "It's all your fault Timmy Miller. You should have looked where you were going. Your father will hear from me. Just look at the damage you did to my fence!"

QUESTIONS:

L I C 1. What happened to Timmy's bicycle?

L I C 2. Why do you think Mr. Thompson was furious?

L I C 3. Compare how Timmy felt about the accident with the way Mr. Thompson felt.

L I C 4. What did Mr. Thompson say to Timmy?

L I C 5. What do you think Timmy's parents will say when they hear about the accident?

L I C 6. What kind of person do you think Mr. Thompson is?

Check the accuracy of your responses with the comprehension feedback sheet on the following page.

1.2 COMPREHENSION FEEDBACK SHEET: LEVELS OF QUESTIONING

1. LITERAL
2. INTERPRETIVE
3. LITERAL
4. LITERAL
5. INTERPRETIVE
6. CRITICAL

You should have answered five out of six correctly for mastery of this section. If you did not, review the levels of comprehension.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 1.1 and 1.2.

TERMINAL OBJECTIVE: 1.0

Program for Improving Reading Achievement

Comprehension: Inservice Mini-Package For Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

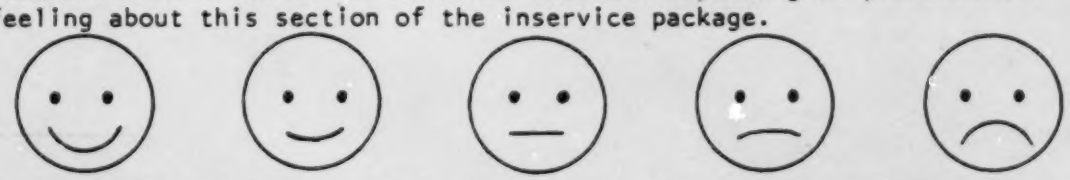
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

2.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

2.0 Analyze and synthesize formal and informal test data at the classroom level in comprehension to determine learner strengths and weaknesses.

2.1 After studying state-county test data regarding reading comprehension, the participant will interpret the data by responding to each item on the comprehension Group Right Response Analysis Sheet with 80% mastery.

2.2 Given the EC/LO: K-8 for comprehension, the participant will develop one comprehension question and/or outline one activity for each essential competency concept in the literal, interpretive, and critical level for "Goldilocks and the Three Bears."

2.1 GROUP RIGHT RESPONSE RECORD

The Group Right Response Record provides complete item information by student and by classroom. It indicates the items that each student answered correctly, incorrectly, or omitted in terms of certain delineated skills.

In interpreting the state-county test data regarding comprehension, the following cautions are given:

1. The test data represents only a portion of the comprehension skills and does not assess all the EC/LO's.

2. The number of items in each comprehension category is small. For example, one question under literal recall effect.

3. Simply because the local percent right is at or higher than the national percent right does not mean that the skill does not need to be taught to learners.

4. The categories are not well defined.

With these cautions in mind, analyze the following test data by completing the Comprehension Group Right Response Analysis Sheet.

Group Right Response Record (continued)

GROUP RIGHT RESPONSE RECORD

SCHOOL
COUNTY
GRADE 6.5
TEACHER NO. 01
DATE OF TEST 02-77

Directions: Read the data presented in this record sheet; then turn the page and complete the Comprehension Group Right Response Analysis Sheet.

WEST VIRGINIA

STATE-COUNTY TESTING PROGRAM

COMPREHENSIVE TESTS OF BASIC SKILLS

	Nat.	Loc.	Student # 1 2 3 28
			Percent Right
40 RECALL OF SYNONYM	31	25	+ + - - - + - + 0 - - - - - - - + + 0 + - - - - - - 0 -
READING COMPREHENSION	65	65	
RECOGNITION/APPLICATION	75	77	
LITERAL RECALL	75	77	
06 Effect	87	93	+ - + + + + + + + + + + + + + - + + + + + + + + + + + +
13 What	75	75	+ - + + + + + + - + + + + + + - - + + + - + + - + - + +
16 When	70	82	+ - + + + - + + + + + + - + + + - + + + + + - + + + + +
21 Use	82	82	+ - - + + + + + + + + + - + + + - + + + + + - + + + + +
22 What	76	82	+ - - + + + + + + + + + + + + + - + + - + + + + + + + -
26 When	85	93	+ + + + + + + + + + + + + + + + + + + - + + + - + + + +
33 Descript	62	57	+ - + + + - 0 + + - + - + + - - + - - + + + - + + - + + 0 +
34 Sequence	64	50	+ - - - + + + + + - + + - - - - + + - - - + + + - - + 0 +
TRANSLATION	68	67	
REWORDING	66	65	
08 Rewording	81	89	+ - + + + + + + + - + + + + + + + + + + - + + + + + + +
20 Rewording	78	96	+ + + + + + + + + + + + + + + + + - + + + + + + + + + +
23 Rewording	72	61	+ - - + + + + + + + + + + - + - - + - + - + + + - - + + -
36 Rewording	56	57	+ + - + + + + + + + + + + - + - - - - + + + + - - - 0 -
41 Rewording	64	57	+ + - - + + + + 0 - + + - - + - + + 0 + + + + - - + 0 -
45 Rewording	46	29	- + + - - - + + + 0 + + - - - + - - + 0 - - - - - - - 0 -
CONTEXT CLUES	71	69	
07 Context Clues	75	71	+ - - + + + + + + - + + + + - - - + - + + + + - + + + +
09 Context Clues	68	64	+ - - + + + + + + + + + + - + + - + - + + + + - + + - -
14 Context Clues	68	61	+ - - + + - + + + + + + + - + + - - + - + + - - - + + + -
15 Context Clues	72	64	+ - - + + + + + - + + + + + + + - + - + - + + - - + + - -
28 Context Clues	72	86	+ + - + + + + + + + + + + + - - - + + + + + + + + + + +
INTERPRETATION	60	61	
MAIN IDEA	61	60	
02 Main Idea	80	86	+ + + + + + + + + + + + + + - + + - - + + + + + + + + -
12 Main Idea	42	43	- - - - - + - - - + + + - - + - - - + + - - + + + + - +
24 Main Idea	64	68	+ + + + - + + + + + + + - + - - - + - - + + + - + - +
38 Main Idea	64	71	+ - - + + + + + + + + + + + - - - + 0 + + + + - + + 0 +
44 Main Idea	57	64	+ + + + + + + + 0 + + + - - + + - + 0 + - + + - - - 0 +
DESCRIPTIVE WORDS	59	56	
19 Descriptive Words	68	61	+ - + + + + + + - + + - - + + - - + - + - + - + - - + +
30 Descriptive Words	74	79	+ + + + + + + + + + + + - + + - - + + + + + - - + + -
32 Descriptive Words	38	21	+ + + - - - - - - + + - - + - - - - - - - - - - - - - -
39 Descriptive Words	57	61	+ + - + + + + + + - + - + + - + - - + 0 + + + - - + - 0 +
CONCLUSIONS	60	61	
01 Conclusions	75	75	+ + - + + + + - - - + + + - + + + + - + + + - + + + + +
10 Conclusions	68	75	+ - - + + - + + + - + + + + + - + + - + + + + + - + + +
11 Conclusions	80	75	+ - - + + + + + + + + + - - - + + + + + + + + - + + +
17 Conclusions	57	61	+ - + + + - + - + + + + + + + - - - - - - - + + + - +
31 Conclusions	63	64	+ - - + + + + + - + + + - + + + - - + + - + + + - - + + -
37 Conclusions	31	36	+ - - + + - + + - - + + - + - - - + 0 - - + - - - - 0 -
42 Conclusions	56	50	+ - + + + - - + + 0 + - + + - - + + - + 0 + + - + + - - + 0 -
43 Conclusions	52	50	+ - - + + + - - + 0 - + + + - + + + 0 - - + + + - - + 0 +
ANALYSIS	62	60	
STRUCTURE/STYLE	62	60	
03 Structure/Style	80	79	+ - + + + + + + + + + + + + + + - + - + + + + + - + - + -
04 Structure/Style	64	64	+ - + + + + + + - + + + - + + - - + + + + + - - + + - +
05 Structure/Style	81	75	+ - - + + + + + + + + + + + + + + - - + + + + + + - - +
18 Structure/Style	54	50	+ - + + - - + + - - + + - - + - - + - + - + + + + + -
25 Structure/Style	50	39	+ - - - + + + - + - + + - - - - - + - + - + - - + - -
27 Structure/Style	55	57	+ + - - - + + - + + + + - - - - - + - + + + - + + + +
29 Structure/Style	60	57	+ - + - + - + + + + + + + - - + + + - + + + + + - - +
35 Structure/Style	60	61	+ - + + + - + + - + + - + + - + - - + + + + - - + 0 +
40 Structure/Style	50	54	+ + - - - + + + 0 - - + + - + - - + 0 - + + + - + + 0 +

2.1 COMPREHENSION GROUP RIGHT RESPONSE ANALYSIS SHEET

Directions: Using the state-county test data Group Right Response Record and the EC/LO: K-8 respond to each question.

	Yes	No	Comment
1. Are the categories or recognition/ application, translation, interpretation and analysis as it relates to reading comprehension tested?			
2. Does the EC/LO have additional categories not represented by the test data?			
3. Are there weaknesses in any areas of literal recall indicated by the test data?			
4. Are there any weaknesses in translation-reworking indicated by the test data?			
5. Are there any weaknesses in translation-context clues indicated by the test data?			
6. Are there weaknesses in interpretation-main idea indicated by the test data?			
7. Are there weaknesses in interpretation-descriptive words indicated by the test data?			
8. Are there weaknesses in interpretation-conclusions indicated by the test data?			

Analysis Sheet (continued)

	Yes	No	Comment
9. Are there weaknesses in Analysis-Structure/Style indicated by this test data?			
10. As a total group, are the learners generally weak in the comprehension areas assessed by this test data?			
11. Is there a need to further assess comprehension skills in terms of the EC/LO's?			
12. Is there a need for the teacher to develop comprehension skills in instruction?			

Check the accuracy of your responses with the feedback sheet on the following page.

2.1 COMPREHENSION GROUP RIGHT RESPONSE ANALYSIS

FEEDBACK SHEET

1. Yes
2. Yes
3. Yes
4. Yes
5. Yes
6. Yes
7. Yes
8. Yes
9. Yes
10. Yes
11. Yes
12. Yes

You should have answered 10 out of 12 items correctly for mastery of this section. If you did not, review the test data and discuss your responses with the inservice leader.

2.2 COMPREHENSION QUESTIONS AND ACTIVITIES

Below you will find a list of the essential competency concepts for the literal, interpretive, and critical levels of comprehension. Break into groups and using the worksheet on the following page develop a comprehension question and/or activity which represents each competency concept. Select a recorder who will later share the ideas of the group with others. For the purpose of this activity relate all questions and activities developed to "Cinderella." Suggested groupings can include:

Level	Skills in EC/LO
1. Literal level	a-e
2. Interpretive level	a-h
3. Critical level	a-e
4. Critical level	f-k
5. Critical level	l-q

Essential Competencies Concept

1. Literal Level
   a. Main Idea
   b. Sequencing Events
   c. Following Directions
   d. Specific Details
   e. Topic Sentences

2. Interpretive Level
   a. Anticipates Outcomes
   b. Sensory Images
   c. Drawing Inferences about Setting, Character, etc.
   d. Summarize Paragraphs
   e. Application to Content
   f. Plot
   g. Theme
   h. Compare and Contrast Selections

3. Critical Level
   a. Reality vs. Fantasy
   b. Characterization
      (1) Character Feelings
      (2) Contrast Character
      (3) Compare Character
      (4) Character Motives
      (5) Character Traits
   c. Analyzing Paragraphs
   d. Developing Paragraphs
   e. Classifies Ideas
   f. Detects Paragraph Organization
   g. Identifies Poetic Forms
   h. Author's Purpose
   i. Figurative Language
   j. Making Judgments
   k. Developing Generalizations
   l. Propaganda Techniques
   m. Style of Writing
   n. Develops Evaluative Criteria
   o. Distinguishes Literary Style
   p. Relevant vs. Irrelevant Facts
   q. Value of Material Read

2.2 WORKSHEET
COMPREHENSION QUESTIONS AND ACTIVITIES

Directions: Use this worksheet to develop questions or outline activities for "Cinderella." Indicate the level of comprehension and the skill(s) you are illustrating.

Turn to the Self-Evaluation Record and check (✓) your performance on objectives 2.1 and 2.2.

TERMINAL OBJECTIVE: 2.0

Program for Improving Reading Achievement

Comprehension: Inservice Mini-Package For Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

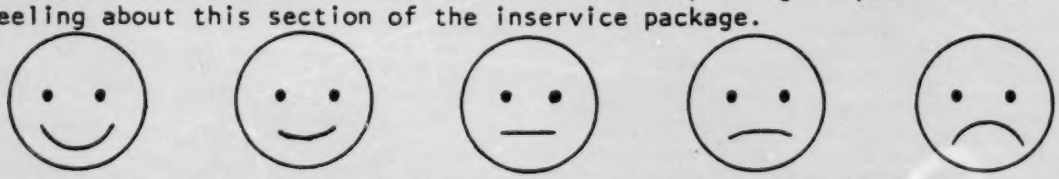
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

3.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

3.0 Propose instructional strategies for reading comprehension.

3.1 After studying information on learning centers, the participant will organize, in outline form, one learning center for comprehension.

3.1 LEARNING CENTERS

A learning center is a classroom environment where learners are dispersed to do their work independently, individually, or in teams. Thus, it allows for an individual instruction component to the overall instructional program. The construction of a learning center and/or stations consists of materials representing a wide range of reading levels, interests, and abilities.

> "A Learning Center is the sum product of its parts or stations. Stations are sequentially constructed to develop a Learning Center. The activities of each station at a center are planned to guide the students' acquisition of a complete ability.
>
> At a center, stations represent three classifications: beginning, continuing, and culminating. Students progress from the first to the last station of a center reflects a gradual movement from simple, concrete, known activities to more complex, abstract and unfamiliar experiences. Beginning stations at a center include identification and recall activities. Farming generalizations is characteristic of the continuing station activities, and associating earlier learnings with these generalizations is the aim of culminating experiences." (Don, et al, 1974)

Before constructing a learning center, the teacher should assess the learner's knowledge of reading skills by examining test data in reading achievement and diagnostic reading. In addition, through conferences and observations specific needs can be identified. Learning stations in reading should keep in mind the learning styles, needs, strengths and interests, and reading levels of learners.

Read the information which follows on A Plan for Developing Learning Center and Record Keeping for Learning Centers and discuss any questions you may have with the inservice leader.

3.1 A PLAN FOR DEVELOPING A LEARNING CENTER

I. OBJECTIVES - (What Do You Want To Teach?)

A. Central purpose or purposes for the center
(1) Major concepts to be developed
(2) Basic knowledge level content material to be presented
(3) Major skills to be developed

B. Specific purposes for each level, activity, or content area
(1) Requirement of major concepts appropriate to developmental level of students planned for
(2) Organization of content material unique to this level
(3) Sub-skills to be developed at this particular level

II. TOOLS AND MATERIALS - (With What Will You Teach It?)

A. Student materials: including tools, reference books, work-sheets, etc., for each level.

B. Overall outline or sketch for setting up center (including display materials, audiovisual equipment, etc.)

C. Teacher resources important to center implementation (anthologies, encyclopedias, art books, etc.)

III. OPERATIONAL PROCEDURE - (How Will You Go About Teaching It?)

A. Introduction of center (designed to stimulate student interest)

B. General directions for the overall use of the center (clear, concise and specific)

C. Clearly defined procedures for each activity

IV. PROVISIONS FOR EVALUATION - (How Will You Know What You Have Taught and More Importantly, What The Learner Has Learned?)

A. Evaluation of student's accomplishments (This may be built in as part of the operational procedure.)

B. Student evaluation of the center (Provision for the student to evaluate the center as to its interest and helpfulness to him.)

C. Teacher evaluation of center effectiveness (The basis for future planning.)

3.1 RECORD KEEPING FOR LEARNING CENTERS

KEEP RECORDS SO THAT BOTH YOU AND THE STUDENT KNOW

1. What is to be done by him?
2. What has been completed by him?

Suggested Kinds of Records for Kids:

Folder of completed work
Checklists
Skills lists
Charts on desk (taped to it)
Assignment ladders
"Things I've Finished" Sheet
Schedule for the day (or week)
Independent study forms
Graphs
Hats (with assignments clipped on)
Medallions (to hang around neck)
Punch cards (center keeper or teacher punches as each activity is completed)
Prescriptions
Contracts

(Let the kids develop the record keeping forms that are convenient and workable for them!)

Suggested Kinds of Records for Teachers:

Center check sheet (at each center or activity)
Master chart of independent activities
Master list of skills (particularly math & reading)
Anecdotal card file (personal notes on each student)
Folder for each student (to keep notes, samples of work, etc.)
Prescription board or mailboxes
Individual conference schedule
Conference assessment sheets
Individual skill checklists

The information you have just read will be utilized by you in outlining a learning center. The inservice leader will give you specific instructions.

Kids' Stuff Kit (Nashville, Tennessee: Incentive Publications, 1975).

3.1 OUTLINING A LEARNING CENTER

Directions: Keep in mind when developing a learning center that stations within it progress from the simple or concrete to the more complex. For example, a center on comprehension would include stations on literal, interpretive, and critical levels. Assuming that you have assessed your learners and found certain skill needs in comprehension to meet these needs, you decide to develop several learning centers in comprehension. One of these centers involves utilization of the newspaper. You clip out the chart on the nation's weather, editorial commentary and advertisement. Each one of these clippings will be used to develop a station - the nation's weather for literal comprehension, the editorial commentary for interpretive comprehension, and the advertisement for critical comprehension. Divide into three groups so that each group can develop one station. The three stations together will form the learning center.

In outlining your station, be sure to include the objectives, tools, and materials needed, activities operation procedure evaluation, and a system for record keeping. Consult your EC/LO's for the skills you wish to include. Your responses may be in written form and/or illustrated. You will be asked to share your stations with the total group. Use the extra worksheets to take notes during the group sharing. You will need the information for a later activity.

Outlining a Learning Center (continued)

GROUP I

LITERAL COMPREHENSION

Area Forecasts

By United Press International

Western Pennsylvania

Sunny and warmer Thursday with highs in the low to mid 80s. Increasing cloudiness Thursday night with a chance of showers developing. Lows in the low to mid 60s. A few thundershowers on Friday with highs upper 70s to low 80s.

West Virginia

Sunny Thursday with highs in the 80s. Increasing cloudiness Thursday night with a chance of showers. Lows in the 60s. Warm and humid Friday with occasional showers and thundershowers likely. Highs in the 80s.

Ohio

Mostly sunny Thursday with a chance of late afternoon showers or thundershowers over west portion. Highs in the 80s. Showers or thundershowers likely Thursday night with lows in the low to mid 60s. Partly cloudy Friday with a chance of a few showers or thundershowers highs in the low to mid 80s.

The Weather Here

TUESDAY			
11 p.m.	.69	Midnight	69
WEDNESDAY			
1 a.m.	.67	Noon	76
2 a.m.	.67	1 p.m.	.77
3 a.m.	.67	2 p.m.	.78
4 a.m.	.67	3 p.m.	.79
5 a.m.	.66	4 p.m.	.80
6 a.m.	.66	5 p.m.	.79
7 a.m.	.65	6 p.m.	.77
8 a.m.	.67	7 p.m.	.75
9 a.m.	.69	8 p.m.	.74
10 a.m.	.70	9 p.m.	.71
11 a.m.	.72	10 p.m.	.70

Outlining a Learning Center (continued)

LEARNING CENTER PLAN - LITERAL COMPREHENSION STATION

OBJECTIVES:

TOOLS AND MATERIALS:

ACTIVITIES AND OPERATIONAL PROCEDURE:

EVALUATION:

RECORD KEEPING:

Outlining a Learning Center (continued)

GROUP II

INTERPRETIVE COMPREHENSION

A Million Dollars Off

It is bad enough that some members take advantage of their position to indulge in questionable foreign travel at public expense. Being informed that overseas trips, justifiable and otherwise, cost about a million dollars more last year than Congress officially reported will make many taxpayers' hackles rise.

Word to this effect comes from U. S. News & World Report, which reaches its conclusion on the basis of heretofore secret Pentagon and State Department records obtained under the Freedom of Information Act. According to U. S. News the records show that, while the Congressional Record says $1,431,826 was spent on congressional trips abroad, the actual outlay was $2,513,169.

How is one to account for such an enormous discrepancy? The documents show, says the magazine, that "certain costs have been omitted from the public record altogether, while others appear to have been significantly - and systematically - understated."

If this holds up under scrutiny, what we apparently have is deception of the public aggravated by some expense account juggling. Scrutiny there ought to be. Congress purports to be worried about public mistrust evidenced as various abuses have come to light. If its concern is to be credible, it cannot ignore these charges. It might start by putting its own watchdog over spending, the General Accounting Office, on the scent.

Outlining a Learning Center (continued)

LEARNING CENTER PLAN - INTERPRETIVE COMPREHENSION STATION

OBJECTIVES:

TOOLS AND MATERIALS:

ACTIVITIES AND OPERATIONAL PROCEDURE:

EVALUATION:

RECORD KEEPING:

Outlining a Learning Center (continued)

GROUP III

CRITICAL COMPREHENSION

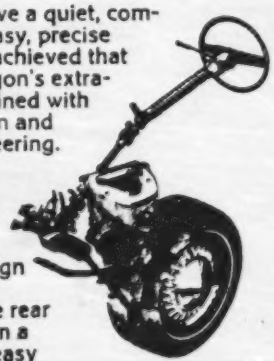
AMC Pacer Wagon.

We've gone to great widths to build you a better car.

One look tells you that the Pacer Wagon is unique and unusual. And the feature that makes it that way is its great width. (Never before has there been such a wide compact wagon on such a short wheel base.) But we didn't make the Pacer Wagon wide just to look different. We wanted to give you a unique blend of mid-size room, ride and handling.

We wanted to give the driver and passengers more room than they've ever had before in a compact car. So we built the Pacer Wagon wide.

We wanted it to have a quiet, comfortable ride and easy, precise handling. And we achieved that through Pacer Wagon's extra-wide stance, combined with isolated suspension and rack and pinion steering.



We wanted you to have plenty of usable, accessible space and Pacer Wagon's wide-design cargo area gives it to you. With a wide rear hatch that opens on a flat load floor, for easy loading and unloading.

The Pacer Wagon even has a passenger door that's nearly 4-inches wider than the driver's, to make getting in and out easy

for your passengers. Plus other outstanding features like electronic ignition, front disc brakes, panoramic visibility and the exclusive coverage of AMC's Buyer Protection Plan, the only full warranty that covers everything on your car (except tires) for 12 months/12,000 miles.

Stop in at your nearby AMC Dealer soon, and get a firsthand look at the wide Pacer Wagon. When you see the great deal he's got for you, the widest thing in the showroom will be your grin.

AMC Pacer Wagon

Outlining a Learning Center (continued)

LEARNING CENTER PLAN - CRITICAL COMPREHENSION STATION

OBJECTIVES:

TOOLS AND MATERIALS:

ACTIVITIES AND OPERATIONAL PROCEDURES:

EVALUATION:

RECORD KEEPING:

Turn to the Self-Evaluation Record and check (√) your performance on objective 3.1.

TERMINAL OBJECTIVE: 3.0

Program for Improving Reading Achievement

Comprehension: Inservice Mini-Package For Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.

6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

4.0 TERMINAL OBJECTIVE

At the conclusion of this section of the inservice, the participant will:

4.0 Evaluate a learning center plan for comprehension.

4.1 Given an evaluation sheet on a learning center plan, the participants will evaluate the plan by responding to each item.

4.1 EVALUATION OF A LEARNING CENTER PLAN FOR COMPREHENSION

Evaluate the learning center plan constructed in 3.0 by responding YES or NO to each of the following items:

PART I

Evaluation of the essential competency concepts within the Learning Center.

A. Indicate which of the essential competency concepts are included in the Learning Center Plan.

	YES	NO
1. Literal Level		
a. Main Idea		
b. Sequencing Events		
c. Following Directions		
d. Specific Details		
e. Topic Sentences		
2. Interpretive Level		
a. Anticipates Outcomes		
b. Sensory Images		
c. Drawing Inferences About Setting, Character, etc.		
d. Summarize Paragraphs		
e. Application to Content		
f. Plot		
g. Theme		
h. Compare and Contrast Selections		
3. Critical Level		
a. Reality vs. Fantasy		
b. Characterization		
(1) Character Feelings		
(2) Contrast Character		
(3) Compare Character		
(4) Character Motives		
(5) Character Traits		
c. Analyzing Paragraphs		
d. Developing Paragraphs		
e. Classifies Ideas		
f. Detects Paragraph Organization		
g. Identifies Poetic Forms		
h. Author's Purpose		
i. Figurative Language		
j. Making Judgments		
k. Developing Generalizations		
l. Propaganda Techniques		
m. Style of Writing		
n. Develops Evaluative Criteria		
o. Distinguishes Literary Style		
p. Relevant vs. Irrelevant Facts		
q. Value of Material Read		
B. Does the Learning Center plan proceed from simple to complex skills?		

Evaluation of a Learning Center Plan (continued)

PART II

Evaluation of Learning Center Components.

		YES	NO
C.	Are the objectives clearly stated in terms of learner performance?		
D.	Are the objectives sequentially ordered and do they lead to logical outcomes?		
E.	Are all the materials identified and relevant to the objectives of the learning center?		
F.	Are varied activities provided?		
G.	Are the directions for use of the center clear, concise and specific?		
H.	Is each station in the center self-instructional?		
I.	Is there a learner evaluation component built into the plan?		
J.	Is the learner evaluation component self-checking to provide for immediate feedback?		
K.	Is there a teacher evaluation component based upon the stated objectives built into the plan?		
L.	Is there a record keeping system for recording learner progress?		

Any "NO" responses for items B through L indicates a weakness in the plan. Such weaknesses should be corrected before using the center with learners.

Turn to the Self-Evaluation Record and check (✓) your performance on objective 4.1.

TERMINAL OBJECTIVE: 4.0

Program for Improving Reading Achievement

Comprehension: Inservice Mini-Package For Teachers

Attitude Feedback Form (AFF)

Directions: Please complete this form, tear it out of this inservice package, and submit it to your instructional leader.

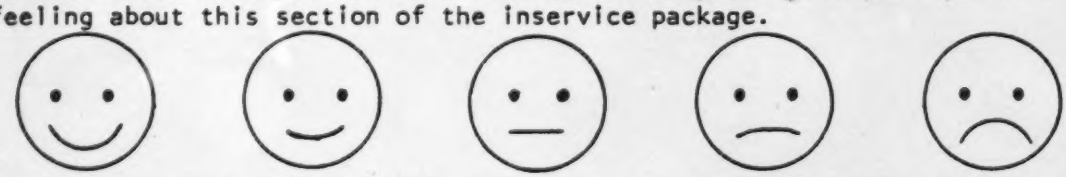
1. Name one or more strengths of this section of the inservice package.

2. List suggestions for improvement or revision of the content of this section of the inservice package.

3. What do you think about the organization and format of the materials of this section of the inservice package?

4. What do you think about the objectives and activities of this section of the inservice package? Please respond by identifying the enabling objectives by their numbers.

5. Please circle or otherwise mark the face corresponding to your overall feeling about this section of the inservice package.



6. In the space below or on the back, please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this section of the inservice.

WEST VIRGINIA DEPARTMENT OF EDUCATION
BUREAU OF LEARNING SYSTEMS
DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

SELF-EVALUATION RECORD

Name: _____ Package Title: _____

Directions: List under the headings below the tasks which you have completed in this workshop. This Self-Evaluation Record will act as a reference point to measure your progress during and at the end of the workshop. The numbers in the parenthesis refer to the workshop's terminal objectives and enabling objectives.

	Achieved	Date	Partially Achieved	Not Achieved
(1.0) Demonstrate a knowledge of comprehension skills.				
(1.1) After studying definitions of comprehension skills and examples of each major category of comprehension contained in the Essential Competencies/ Learner Outcomes: K-8, the participant will match each skill with the example with 80% mastery.				
(1.2) After reading a selection followed by comprehension questions, the participant will identify each question as to whether it is literal, inferential, or critical comprehension with 80% mastery.				
(2.0) Analyze and synthesize formal and informal test data at the classroom level in comprehension to determine learner strengths and weaknesses.				
(2.1) After studying state-county test data regarding reading comprehension, the participant will interpret the data by responding to each item on the comprehension Group Right Response Analysis Sheet with 80% mastery.				

Self-Evaluation Record - 2

	Achieved	Date	Partially Achieved	Not Achieved
(2.2) Given the EC/LO: K-8 for comprehension, the participant will develop one comprehension question and/or outline one activity for each essential competency concept in the literal, interpretive, and critical level for "Goldilocks and the Three Bears."				
(3.0) Propose instructional strategies for reading comprehension.				
(3.1) After studying information on learning centers, the participant will organize, in outline form, one learning center for comprehension.				
(4.0) Evaluate a learning center plan for comprehension.				
(4.1) Given an evaluation sheet on a learning center plan, the participants will evaluate the plan by responding to each item.				

WEST VIRGINIA DEPARTMENT OF EDUCATION

BUREAU OF LEARNING SYSTEMS

DIVISION OF INSTRUCTIONAL LEARNING SYSTEMS

M = Mastery

R = Recycle

R/M Q = Did & Wish to go Beyond

V = Did Not Participate

COMPREHENSION: INSERVICE MINI-PACKAGE FOR TEACHERS

EVALUATION - OBJECTIVE MASTERY CHART

Workshop Participants	TO - 1.0		TO - 2.0		TO - 3.0	TO - 4.0
	1.1	1.2	2.1	2.2	3.1	4.1

BIBLIOGRAPHY

Allen, Roach, and Claryce Allen. Language Experience Activities. Boston: Houghton Mifflin Company, 1976.

Don, Sue, and others. Individualizing Reading Instruction with Learning Stations and Centers. Evansville, Indiana: Riverside Learning Associates, Inc., 1974.

Essential Competencies and Learner Outcomes: K-8. Charleston: West Virginia Department of Education, Bureau of Learning Systems, Division of Instructional Learning Systems, 1976.

Instructional Learning Systems Model. Charleston: West Virginia Department of Education, Bureau of Learning Systems, Division of Instructional Learning Systems, 1976.

Kids' Stuff Kit. Nashville, Tennessee: Incentive Publications, 1975.

Smith, Richard, and Thomas Barrett. Teaching Reading in the Middle Grades. Reading, Massachusetts: Addison-Wesley Publishing Company, 1974.

West Virginia State-County Testing Program: Interpretation and Use Handbook. Charleston: West Virginia Department of Education, 1977.

APPENDIX A

COMPREHENSION SKILLS - TRANSPARENCIES

TAXONOMY OF READING COMPREHENSION
(BARRETT, 1972)

1.0 LITERAL RECOGNITION OR RECALL

- 1.1 Recognition or Recall of Details
- 1.2 Recognition or Recall of Main Ideas
- 1.3 Recognition or Recall of Sequence
- 1.4 Recognition or Recall of Comparisons
- 1.5 Recognition or Recall of Cause and Effect
- 1.6 Recognition or Recall of Character Traits

2.0 INFERENCE

2.1 Inferring Supporting Details
2.2 Inferring the Main Idea
2.3 Inferring Sequence
2.4 Inferring Comparisons
2.5 Inferring Cause and Effect Relationships
2.6 Inferring Character Traits
2.7 Predicting Outcomes
2.8 Inferring about Figurative Language

3.0 EVALUATION

3.1 Judgments of Reality or Fantasy

3.2 Judgments of Fact or Opinion

3.3 Judgments of Adequacy or Validity

3.4 Judgments of Appropriateness

3.5 Judgments of Worth, Desirability, or Acceptability

4.0 APPRECIATION

4.1 Emotional Response to Plot or Theme

4.2 Identification with Characters and Incidents

4.3 Reactions to the Authors use of Language

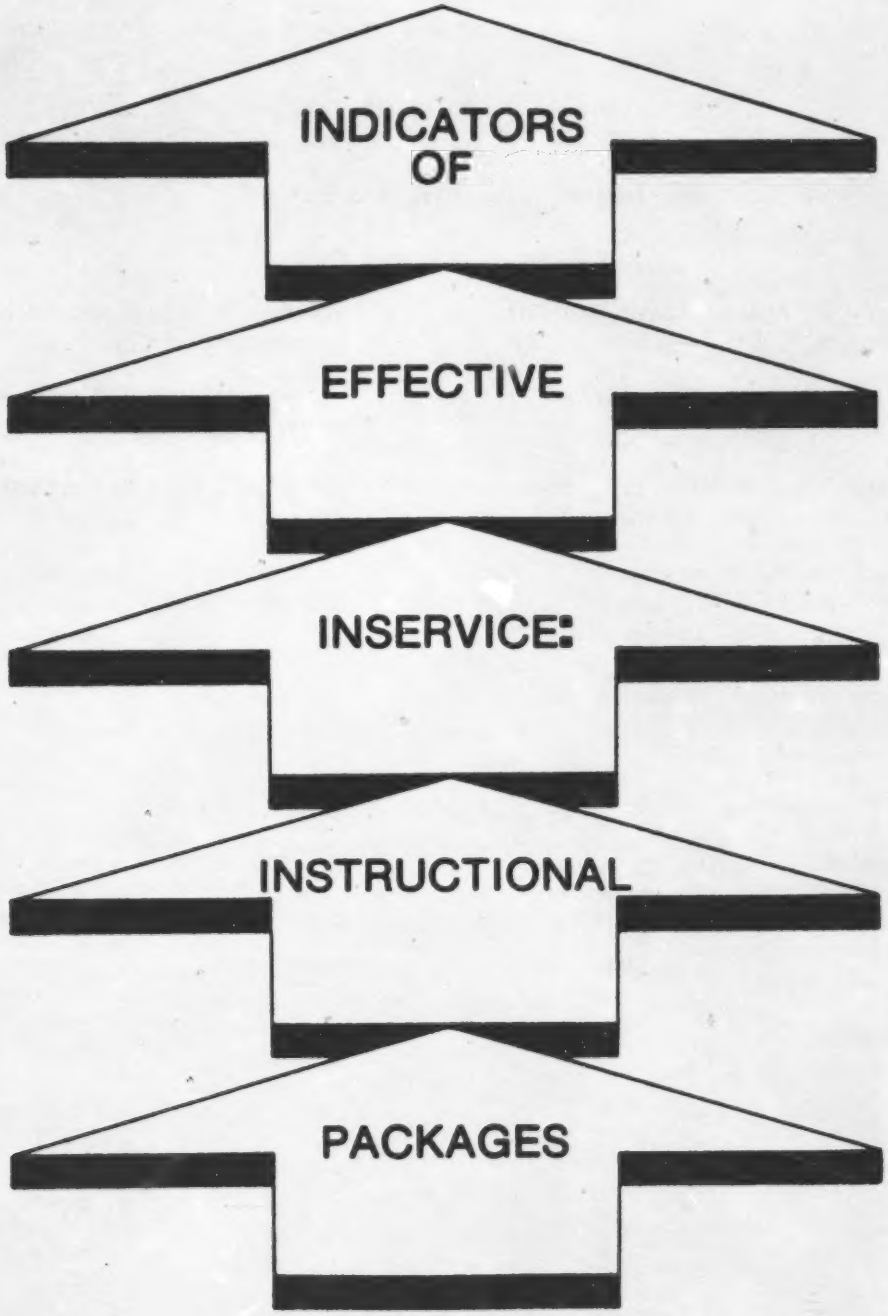
4.4 Imagery

APPENDIX B

INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

WEST VIRGINIA DEPARTMENT OF EDUCATION



Daniel B. Taylor
State Superintendent of Schools
West Virginia Department of Education

Phil E. Suiter
Assistant State Superintendent
Bureau of Learning Systems

Division of Instructional Learning Systems
Charleston, West Virginia 25305

WEST VIRGINIA BOARD OF EDUCATION
EXECUTIVE OFFICES

Charleston, West Virginia 25305

Dr. Carl J. Roncaglione, President
Charleston, 1981

Bob E. Myers, Vice President
Huntington, 1985

Dr. Samuel J. Baskerville, Secretary
Charleston, 1980

Perce J. Ross, Member
Buckhannon, 1977

James Paul Geary, Member
Petersburg, 1978

Fountie N. Williams, Member
Clarksburg, 1979

William M. Smith, Member
Follansbee, 1982

Mrs. Mary Martha Merritt, Member
Beckley, 1983

Dr. Charles H. Wagoner, Member
Weston, 1984

Ex Officio Member

Dr. Daniel B. Taylor
Superintendent
West Virginia Department of Education

Ex Officio Member

Dr. Ben L. Morton
Chancellor
West Virginia Board of Regents

INDICATORS OF EFFECTIVE INSERVICE:
INSTRUCTIONAL PACKAGES

Currently teachers are being asked to approach their professional responsibilities with a degree of quality never demanded before during the history of professional education. The demand for quality in teaching necessitates that the generalities and platitudes of the past be replaced by precise description. This means that mere talk of progress be replaced with specific change. Therefore, inservice programs must be designed to meet the identified needs of professional educators rather than inservice programs that are externally prescribed. Consequently, the instructional behaviors, programs, and materials developed for inservice education must be systematic, stimulating, psychologically sound, organized, and planned with instructional materials and media to meet the needs and interests of participants.

Therefore, the major consequence criteria of inservice programs focus on the follow-up use of new curriculum materials and updated instructional skills by professional educators in the classroom and the effect of these changes in their performance and pupil learning.

The purpose of Indicators of Effective Inservice: Instructional Packages is to provide a guide to the development of inservice instructional packages that will facilitate and enhance the probability of the outcomes of inservice programs on teacher effectiveness and pupil learning.

Acknowledgement is given to the following individuals for their efforts and contributions to the design and development of Indicators of Effective Inservice: Instructional Packages:

Lowell E. Johnson, Professor of Education, Fairmont State College

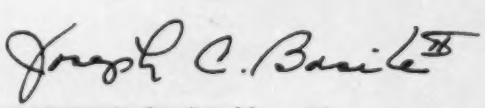
Merrill L. Meehan, Research Assistant Professor, University of Pittsburgh

Glen Cutlip, Curriculum Development Specialist, Reading, Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education

James Snyder, Curriculum Development Specialist, Industrial Arts, Division of Instructional Learning Systems, Bureau of Learning Systems, West Virginia Department of Education

H. G. Priester, Professor of Education, Fairmont State College

Nicholas Hobar, Director, Professional Development Systems, Bureau of Learning Systems, West Virginia Department of Education



Joseph C. Basile, II
Director
Instructional Learning Systems
Bureau of Learning Systems
West Virginia Department of Education

INDICATORS OF EFFECTIVE INSERVICE:

INSTRUCTIONAL PACKAGES

Directions: Please read the enclosed inservice instructional package. Then section by section indicate whether this package meets the effective indicators noted below by checking Yes, No, or Unclear in the space provided to the left of each indicator. Please respond to all the indicators.

Yes	No	Unclear	
			A. Organization, Layout, Format of the Inservice Package:
_____	_____	_____	1. The overall visual appearance of the instructional package is attractive.
_____	_____	_____	2. The typing format is clear and the type face is consistent throughout the package.
_____	_____	_____	3. The type face is legible.
_____	_____	_____	4. The instructional package is paginated from start to finish including appendices.
_____	_____	_____	5. The instructional package is bound to permit easy page flipping and will lie flat without pages flipping back and forth.
_____	_____	_____	6. The instructional package includes a cover sheet which reflects a visual theme consistent with the main intent of the package.
_____	_____	_____	7. The instructional package is visually pleasing to the participant, provides both verbal and visual presentations, and includes proper credits to contributors to the package.
_____	_____	_____	8. The instructional package includes an array of multi-media techniques and creative use of sequencing techniques and use of colors where appropriate.
_____	_____	_____	9. There is a logical and uncomplicated sequence to the materials so that the participant can work his/her way through without much difficulty.

Yes	No	Unclear	
_____	_____	_____	10. The instructional package includes an introductory visual which illustrates the sequence of the package.
_____	_____	_____	11. The instructional package has a table of contents including, where applicable, a list of tables and figures.
_____	_____	_____	12. The instructional package includes a bibliography.
_____	_____	_____	13. This instructional package is attractive and contains materials you (the evaluator) would be proud of developing.

B. Rationale of the Instructional Package:

_____	_____	_____	14. Has a clear statement of purpose that establishes set and relevance for the materials - the <u>why</u> of the materials.
_____	_____	_____	15. Is derived from a theory or theories, operational models, or viable practitioner experiences.
_____	_____	_____	16. Establishes the "gestalt" and shows the relationship between and among the components of the package or other packages.
_____	_____	_____	17. Identifies prerequisite competencies for completion of this package.
_____	_____	_____	18. Communicates the intent of the package by gearing the language level to the age and type of group.

C. Objectives of the Instructional Package:

_____	_____	_____	19. State precisely and clearly what the participant is expected to perform.
_____	_____	_____	20. State precisely and clearly the conditions under which the participant is expected to perform.
_____	_____	_____	21. State precisely and clearly how well the participant is expected to perform (criteria or standards).

Yes	No	Unclear	
_____	_____	_____	22. Are identifiable as cognitive, performance, affective, and/or consequence.*
_____	_____	_____	23. Consider whether the objectives for the participants provide for future consequences in the classroom.
_____	_____	_____	24. Are achievable and relevant to the participant.
_____	_____	_____	25. Are consistent, sequentially ordered, and lead to logical outcomes.

D. Preassessment of the Instructional Package:

_____	_____	_____	26. Is diagnostic and guides the participant into the instruction or into the self-evaluation element.
_____	_____	_____	27. Is the first decision point for the participant and serves as an advanced organizer for the materials that follow.
_____	_____	_____	28. Creates positive motivation and encourages active participation for the materials that follow.
_____	_____	_____	29. Contains item(s) related to each objective, is based on criterion levels, and is tied to content, attitudes, and performance.

*Cognitive objectives are objectives that address the knowledge and intellectual skills/abilities expected of participants.

Performance objectives are objectives that must be demonstrated by participants rather than merely possessing knowledge about them. Performance objectives are:

a. Interactive: objectives performed with learners (e.g., questioning skills)
b. non-interactive: objectives performed not in the presence of learners (e.g., organization of materials for learning)

Consequence objectives are objectives that address the ability of participants to bring about changes in learners. These objectives focus on the results brought about by what a participant "knows" (cognitive) and "does" (performance) when performing a professional role.

Affective objectives are objectives that focus on the attitudes, interests, and values of the participant.

Yes	No	Unclear	
			E. Instruction of the Instructional Package:
____	____	____	30. Is personalized whenever possible so that the inservice instructional mode matches the learning style of the participant - thus, it is self-paced and adaptive to participant's needs.
____	____	____	31. Has criterion-referenced instruction.
____	____	____	32. Includes a variety of verbal and non-verbal techniques.
____	____	____	33. Is designed so that the inservice leader models the intent of the objectives to facilitate participant outcomes. ("Leader practices what is preached!")
____	____	____	34. Provides for psychological set, meaningful interactions, and closure.
____	____	____	35. Operationally defines the vocabulary essential for utilization of the materials.
____	____	____	36. Includes learning activities that are meaningful to the participants.
____	____	____	37. Is humanistic through the utilization of alternative activities or instructional modes for participants.
____	____	____	38. Considers a time frame for accomplishment.
____	____	____	39. Provides positive reinforcement and acceptance of participant ideas.
			F. Self-Evaluation of the Instructional Package:
____	____	____	40. Is participant-oriented and participant-completed.
____	____	____	41. Tells the participant if he/she needs further instruction and on which objectives.
____	____	____	42. Is an individual progress report which culminates in a decision of mastery or non-mastery.
____	____	____	43. Measures the instructional package objectives and tells the participant what needs to be accomplished before going on to evaluation.

Yes	No	Unclear	
			G. Evaluation of the Instructional Package:
_____	_____	_____	44. Is a collaborative venture between the leader and participant and results in objective data. These data are used to assess the reliability, validity, and achievement of the instructional package objectives.
_____	_____	_____	45. Provides evidence to indicate the participant performance in terms of the criterion level of the objectives.
_____	_____	_____	46. Reflects attitudes of the participant toward the leader's instructional effectiveness, the inservice instructional package, and the inservice instructional climate.
_____	_____	_____	47. Is humanistic since the results are used to foster continuous progress toward enriching the participant's professional development and not to rank or compare participants against each other.

Overall reactions to the inservice package _____

_____

_____

_____

_____